BTEC

BTEC Performing Arts

Assignment Brief

Qualification: BTEC International Level 3 Extended Diploma in Performing Arts

Module G: G17 Using Development Plans to Refine Skills

Issue Date:
Deadline Date:
Assessor:

Pearson

Important guidance for using Example Assignment Briefs

Example Assignment Briefs (EABs) are provided as support and guidance.
Teachers are not required to use them.

You are free to use or adapt them in any way to suit your programme and learners. When adapting EABs, or creating your own, you must ensure the
minimum requirements listed on the ‘BTEC Internal Verification of Assignment Briefs’ are met.

Assignment: Development Plan

Unit G17: Using Development Plans to Refine Skills

1. Identify personal opportunities and areas for improvement related to progression.
2. Create a plan for personal development.
3. Develop performance skills in response to the plan.

Context

The global performing arts industry is hugely competitive and the ability to continually develop, improve and refine skills is vital to any performer.

In this assignment you will create and follow a personal development plan related to your intended progression route(s) and aspirations.

Your brief

You are a member of a young people's performance company and have been asked by the artistic director to identify ongoing development opportunities. You will identify areas for improvement as part of creating a personal development plan. This in turn will help you identify and develop relevant skills.

You are required to evidence your development by producing a portfolio that will include your personal development plan.

Evidence can be in the form of an e-portfolio of skills development, a video blog, audio files with supporting commentary or peer presentations on key development points.

Task 1: Your Opportunities

In the first section of your portfolio you should explore potential progression opportunities relating to your interests and specialism (for example dance, acting or musical theatre).

These might include:

- higher and further education courses
- freelance opportunities
- internships and/or apprenticeships
- entry positions for employment
- work experience opportunities
- international exchanges
- funding opportunities.

Task 1: Your Opportunities

You will also need to explore your current level of technical and interpretive skills.

You should:

- complete an audit of your technical and interpretive skills
- relate your existing skills to the requirements of the progression opportunities for your chosen specialism
- consider your own practical development needs in terms of the technical and interpretive skills that require developing/refining
- use well-chosen examples to illustrate your conclusions.

Criteria covered by Task 1

G17.1 Identify personal opportunities and areas for improvement related to progression

Unit/Criteria Reference	To achieve the criteria you must show that you are able to:
G17.P1 Pass **Describe**	At **Pass**, learners relate personal opportunities to their specialism and goals, and make some connections to the practical development of technical and interpretive performance skills.
G17.M1 Merit **Analyse**	At **Merit**, learners relate personal opportunities to their specialism and goals, with examples and clear and considered links to the practical development of their technical and interpretive skills.
G17.D1 Distinction **Critically evaluate**	At **Distinction**, learners relate opportunities to their specialism and goals, with clear reasoning and pertinent links to the practical development of their technical and interpretive skills, with well-chosen examples.

Task 2: Your Plan

You should now create a personal development plan that allows you to improve and refine your technical and interpretive skills.

The plan should:

- set clear, well-considered targets for improvement/development
- explain the activities, exercises and techniques you will undertake to achieve the targets
- include a timeline with four milestone points for interim reviews.

Task 2: Your Plan

Follow your development plan completing portfolio entries at the four milestone review points.

You should:

- consider your progress towards your targets, critically evaluating what is working and what is not
- make changes and/or adaptations to the development plan as necessary, generating creative responses to continue your development.

In practical sessions you should demonstrate improvements showing a consistent application of the activities, techniques and exercises you are using.

Create a final portfolio entry evaluating the whole process.

You should include:

- an evaluation of the methods that worked best against those that were less beneficial
- a video of you demonstrating a new skill set. This could be a series of demonstrations or a single performance/recording.

Criteria covered by Task 2

G17.2 Create a plan for personal development	
Unit/Criteria Reference	To achieve the criteria you must show that you are able to:
G17.P2 Pass **Describe**	At **Pass**, learners create and follow a plan practically, including goals, techniques and routines suitable for their personal progression. There are outlined timelines and review points.
G17.M2 Merit **Analyse**	At **Merit**, learners create and follow a plan practically, including clear goals, techniques and routines related to improvement and their own interests. There are considered timelines and review points linked to the desired improvement of skills.
G17.D2 Distinction **Critically evaluate**	At **Distinction**, learners create and follow a plan practically, including reasoned goals, techniques and routines, and how they are related to improvement and their own interests. There are thorough timelines and review points connected to the desired

improvement of skills.

Criteria covered by Task 2

G17.3 Develop performance skills in response to the plan	
Unit/Criteria Reference	To achieve the criteria you must show that you are able to:
G17.P3 Pass **Defined improvement**	At **Pass**, learners show improvement of personal performance skills related to an understanding of what is working and what is not, with appropriate responses to continue development.
G17.M3 Merit **Self-reflective improvement**	At **Merit**, learners relate improvement and refinement in their technical and interpretive skills to the processes and exercises they are using. They will show the ability to analyse what is working and what is not, and generate effective responses to continue development.
G17.D3 Distinction **Accomplished improvement**	At **Distinction**, learners show consistent relationship between improvement and refinement to the processes and exercises they are using. They show the ability to critically evaluate what

is working and what is not, and generate creative responses to
continue development.

Checklist of evidence required

Your portfolio* should include the following:

Task 1
Exploration of progression opportunities
Skills audit linking current skills to progression opportunities

Task 2
Development plan
Four milestone reviews
Final evaluation and video of practical demonstration of skills

*Your portfolio can be in any form suitable for the submitted evidence, such as an e-portfolio of skills development, a video blog, audio files with supporting commentary or peer presentations on key development points.

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